

## **International Comparative Study of Apprenticeship: the Case of Germany and Switzerland**

Hong Seon-yi, Choi su-jeong, Kim min-kyoo

### **1. Overview**

Recently, there are several serious social issues including lower employment rate among younger generation, academic ability's inflation and rising age to entry into the labor market. In order to solve these problems, the government of Korea has struggled to carry forward a political agenda for cultivating talented individuals who are suitable in the industry field.

The government would be test-operated a Dual Vocational and training system that trainees who are high-school students could receive education about efficient on the job training and will go into real work field as a skilled worker. So as to introduce the vocational education and training school and expand it, examining and analyzing thoroughly about a case of nations which are successfully established and managed this system for ages must take precedence. Because the ultimate objective and direction of vocational education and training will be same way, even though there are some differences of history, background and social recognition about the apprenticeship education.

In this respect, this research contains the institutional framework and supporting system, current and operation situation, procedure and curriculum of Germany and Switzerland's dual systems that are successful models in the world, and comparatively analyzes to draw a conclusion including several implications and improvement plans for Korean education. In order to achieve the research's objectives and produce the results, it is used to the literature on data analysis and research meeting had been taken out of country and collect materials, and expert consultation.

## **2. Institutional framework and supporting system of Germany and Switzerland's Dual system**

In the second chapter, it has examined legislative requirements and education systems of Germany and Switzerland's dual system, functions and roles of each section participating in the dual system, and training of teachers and standards of qualification. Germany and Switzerland have achieved good results through the solid institutional framework and supporting systems. It makes substantial outcomes that each participant of dual system has acted within the legal boundaries and implemented their roles and functions perfectly. Above all, they have social recognition from a long tradition that the industry has to train professional manpower themselves.

In terms of fundamental concepts including the whole education system, formations and contents of the dual system are not significantly different from Germany and Switzerland's dual system although some distinction in the weight of role of participating institutions and authorities. The most common importance of dual system's operation both Germany and Switzerland is the industry consistently makes an investment in human resource, materials and time. In the long run, participating in dual system of the industry will be influenced on the industry positively, and optimistic social mood and recognition about the vocational education and training. The government's systematic support are helpful to make the successful model of dual system.

Due to the dual system, trainees could get a opportunity of employment and its income, occupational ability and working level education in a real work field with high-tech as well as they could be provided differ occupations and various education and training. The industry will obtain skilled manpower who are needed efficiently than retaining outside, improve a quality of product and service as well as higher productivity, and save expenses of recruitment and training for new employee. Moreover, thereby the government obtaining skilled workforce, it will be satisfied the labor market's demand. This can anticipate economic and industrial stabilization, capability improvement of the dual system autonomously, and data collection about labor market principle of supply and demand

## **3. Current management of the operation**

In the third chapter, it has examined current participation and management

of the Germany and Switzerland's dual system through statistical materials. Both of Germany and Switzerland increase the number of those exclusively responsible for the work by the dual system. There are positive trust and social identity to skilled workforce from the dual system, and they could be received favorably that's because of a higher participation of the dual system.

Germany and Switzerland have tried to make persistent efforts to develop the dual system and modernize for new types of occupations. In addition, they regularly implement to monitoring supply and demand of the dual system, and then perceive a change of the system. They could help those who would like to take part in the education by consulting what they will do through the dual system and what kinds of jobs they can be chosen for the future.

Through the dual system, Germany and Switzerland could generate a lot of net benefits in terms of cost-effective, and these net benefits will be digitized and produced clearly. It related to ease the financial burden of vocational education and training by the government. Due to the dual system's implementation by the companies and industries, the government will be cut budgets into the education. Therefore, they will have a higher level of contribution about the dual system.

#### **4. The procedure and curriculum**

In the four chapters, it has examined what kinds of curriculums would be operated in reality with Germany and Switzerland's operating procedure of the dual system. There are some important characteristics. First of all, the dual system, parallel manages between vocational school and industry, could provide an opportunity to learn skills and knowledge systematically about expected occupation by trainee. This system of division of labor with high- quality is compatible with occupations will be offered by going to university and it could be bring about the number of jobs

Along with that, people who want to participate in the dual system, there are societal attention and supporting for help them to search career and set up. From secondary education, they will experience to visit an enterprise and practice exercise, and get a chance to consult with teachers or trainers of the

dual system through the enterprise, vocational school and job fairs. If some people have difficulty like failure of job interview, they can receive additional consultant service by the school or government.

Addition, Germany and Switzerland has established a substantial infrastructure for maintaining high quality of the dual system and protecting enterprises and trainees of participating in the system. There is detailed in whole process on the basis of law of vocational education training including selection of trainees, contract with the apprentice, implementation, final examinations, and issue certificate. As well as, it is contained roles and responsibilities of each conference, who are the government, school, chamber and so on, and the government would monitor regularly that the chamber will keep rights and rule of the law, and step up tremendously to solve upcoming problems.

## **5. Possibility of improvement**

This is explained several implications through the research about the dual system, and on the basis of it, there are possibilities of improvement and required assignments in these words.

First, it will be needed to improve the law for operating the dual system effectively, and statutes and regulations must include whole systematic procedure from contracting the apprenticeship to recognizing certificates.

Second, the government has to be required legal and institutional intervention to construct the cooperation system between vocational school and enterprise, and finally the job training in the industry can be a formal vocational education curriculum.

Third, they would administer roles and responsibilities about the dual system's management to chambers and conferences, and support them to operate effectively by related laws and regulations.

Four, teachers from specialized vocational school have to acquire national technique qualification corresponding professional field compulsorily so as to improve instructional competencies. Particularly, the government will be supported efficient utilization by industry educational adjunct teachers institutionally.

Five, after completion of the vocational education and training, they will qualify trainees for the certification using various evaluation methods.

Six, they would be required reconstruct performance management and monitoring systems in order to control quality of the dual system.

Until now, the government has put in a great deal of effort to education and training in real work field for specialized vocational high school. However, it is too hard to operate following the level of Germany and Switzerland's dual system, and there are still a lot of problems and issues to solve. Before managing of vocational training and education school, the case of Germany and Switzerland gives important and special implications. In order to manage the dual system with the direction of the government and achieve successful results, it must be required active participation of enterprises and industries. Therefore, the government will establish legal and institutional foundations continuously because the business stands to have expired without any engagement of the industries.